DOCUMENT RESUME

ED 142 230 IR 005 092

TITLE	Continuing Education Planning Inventory: A Self Evaluation Checklist.
INSTITUTION	Continuing Library Education Network and Exchange, Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	77
NOTE	39p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Check Lists; *Educational Planning; *Information Scientists; *Librarians; Library Science; Media Specialists; *Professional Continuing Education

ABSTRACT

This document is designed to assist those who are developing, implementing, and/or evaluating a plan for coordinated area-wide continuing education for library/information/media personnel. Although it may be adapted for use by a single agency or system, its primary purpose is for use by those involved with multi-organization planning. Six criteria were developed as valuable in all states for continuing education planning. These six criteria on which the checklist is based are: (1) needs assessment; (2) goals and objectives; (3) resources; (4) roles; (5) dissemination; and (6) evaluation. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED142230

DRAFT 5
MAY 1977

CONTINUING EDUCATION PLANNING INVENTORY:
A SELF-EVALUATION CHECKLIST

— 1977 —

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Institute for State Library Agency Personnel Responsible for Statewide Systems
of Continuing Education for Library/Media/Information Science Personnel -- 1976/1977
Sponsored by
Continuing Library Education Network and Exchange (CLENE)
Box 1228, 620 Michigan Avenue N.E., Washington, D.C. 20064
Funded by
The U.S. Office of Education with funds from Title II-B, Higher Education Act of 1975, as Amended

1R005 092

INTRODUCTION

This document is designed to assist those who are developing, implementing, and/or evaluating a plan for coordinated area-wide continuing education for library/information/media personnel. Although it may be adapted for use by a single agency or system, its primary purpose is for use by those involved with multi-organization planning.

Six criteria were developed and accepted by the Institute as valuable in all states for continuing education planning. These six criteria, on which the self-evaluation checklist is based, are:

Needs Assessment: A statewide plan for continuing education for library/information/media personnel is based on needs assessment and problems as identified in the statewide long-range program(s) for library development and improvement of services.

Goals and Objectives: The goals and objectives for a statewide continuing education plan for library/information/media personnel are formulated on the basis of identified problems and represent conditions to be reached to solve or improve problem situations.

Resources: The plan for statewide continuing education programs for library/information/media personnel should be developed in light of the identification and assessment of existing and potential resources; these resources should include an indication of the fiscal commitment on the part of participating individuals, agencies, and institutions.

Roles: An organizational pattern with clear cut delineation of roles is essential to an operable plan for a statewide program of continuing education for library/information/media personnel.

Dissemination: An effective plan for statewide programs for continuing education for library/information/media personnel includes provisions for dissemination, interpretation, and feedback.

Evaluation: An effective plan for statewide continuing education for library/information/media personnel incorporates continuous, systematic information gathering so that decisions can be made.

Pages 1 through 16 provide a checklist of elements which expand each criterion. It is suggested that those wishing to evaluate their own progress or success at designing a plan for continuing education review each element for applicability to their particular situation.

Following each section of the checklist, space is provided for the planners to make note of any further work which their plan may need as a result of reviewing the checklist.

It is hoped that the document will prove itself workable for many groups and will provide a common basis for discussion among continuing education planners.

A. NEEDS ASSESSMENT

Criterion: A statewide plan for continuing education for library/information/media personnel is based on needs assessment and problems as identified in the statewide long-range program(s) for library development and improvement of services.

EXAMINATION AND ANALYSIS OF EXISTING DATA

Has an analysis of statewide long-range plan(s) for library development been conducted in order to determine implications for the statewide continuing education plan? ___ Yes ___ No

Have concerns not reflected in existing long-range plans been identified and analyzed? ___ Yes ___ No

Have previously collected data been examined, e.g.

surveys	___ Yes	___ No
reports	___ Yes	___ No
statistical reports	___ Yes	___ No
interview schedules	___ Yes	___ No
performance reviews	___ Yes	___ No
other:		

COLLECTION AND ANALYSIS OF NEW DATA

Have the following techniques been considered as means to collect new data about needs?

brainstorming	___ Yes ___ No;	surveys	___ Yes ___ No
think tank	___ Yes ___ No;	questionnaires	___ Yes ___ No
group processes	___ Yes ___ No;	interviews	___ Yes ___ No
forecasting	___ Yes ___ No;	self assessment	___ Yes ___ No
published research	___ Yes ___ No;	consultant's study	___ Yes ___ No

Has there been an attempt to assess the following types of needs?

new skills	___ Yes ___ No;	attitudinal problems	___ Yes ___ No
updating	___ Yes ___ No;	motivational problems	___ Yes ___ No
diversification	___ Yes ___ No		

COLLECTION AND ANALYSIS (continued)

Have persons in the various types of libraries been asked about their individual needs?

academic libraries	___ Yes ___ No;	school libraries	___ Yes ___ No
cooperatives/networks	___ Yes ___ No;	special libraries	___ Yes ___ No
library school (faculty)	___ Yes ___ No;	state agency libraries	___ Yes ___ No
public libraries	___ Yes ___ No		

Have persons in various job categories been asked about their individual needs?

clerical	___ Yes ___ No;	technical information specialist	___ Yes ___ No
librarian (MLS or more)	___ Yes ___ No;	trustee, advisor	___ Yes ___ No
library technician	___ Yes ___ No;	other professions, e.g. personnel, accounting	___ Yes ___ No
operating librarian (no MLS)	___ Yes ___ No;		
paraprofessional	___ Yes ___ No;		

Have needs been assessed from the viewpoint of job specialization, e.g. administration, cataloging, reference, media services, public relations? ___ Yes ___ No

Were the needs of state residents (for information about libraries) considered, e.g. needs of library users, non-users, special groups? ___ Yes ___ No

Were the following systematically involved in the needs assessment?

employing libraries	___ Yes ___ No;	library users	___ Yes ___ No
library technician training programs	___ Yes ___ No;	professional groups	___ Yes ___ No
library associations	___ Yes ___ No;	residents of state	___ Yes ___ No
library science schools: undergraduate	___ Yes ___ No;	selected community agencies	___ Yes ___ No
graduate	___ Yes ___ No;	state library/other state agencies	___ Yes ___ No

Have the newly collected data been carefully analyzed and correlated with previously existing data? ___ Yes ___ No

Have the findings been summarized? ___ Yes ___ No

SETTING OF PRIORITIES

Has an order of priority for addressing the needs been established? ___ Yes ___ No

If yes, who was involved in setting the priorities?

FEEDBACK AND UPDATE

Is there provision for reporting back to all those who took part in surveys, completed questionnaires about needs, etc.? ___ Yes ___ No

Is there a mechanism for keeping the needs assessment up to date ___ Yes ___ No

Have the following resources and methods for update been considered?

review by:	advisory committee	___ Yes ___ No
	association CE committee(s)	___ Yes ___ No
	individual institutions	___ Yes ___ No
	state long-range plan revisers	___ Yes ___ No
	written instruments to individuals	___ Yes ___ No
	conference calls	___ Yes ___ No

NOTES ON NEEDS ASSESSMENT:

B. GOALS AND OBJECTIVES

Criterion: The goals and objectives for a statewide continuing education plan for library/information/media personnel are formulated on the basis of identified problems and represent conditions to be reached to solve or improve problem situations.

SETTING OF GOALS AND OBJECTIVES

Has a goal been described? ___ Yes ___ No

Is the goal broad in scope and compatible with state plans and priorities for library development? ___ Yes ___ No

Have specific objectives been formulated for each phase of the statewide continuing education plan? ___ Yes ___ No

If yes, are the objectives written? ___ Yes ___ No

related to specific needs or problems? ___ Yes ___ No

specific as to expected outcomes? ___ Yes ___ No

specific as to time frame? ___ Yes ___ No

efficient? ___ Yes ___ No

feasible? ___ Yes ___ No

measurable? ___ Yes ___ No

intelligible to the lay person? ___ Yes ___ No

Did all concerned groups have an opportunity to participate in the objective setting process? ___ Yes ___ No

Was there a viable process for conflict resolution? ___ Yes ___ No

EVALUATION/ REVISION OF GOALS AND OBJECTIVES

Does the plan include a process for the systematic collection of data to measure progress toward objectives? ___ Yes ___ No

Is there a procedure described for the systematic review and revision of objectives? ___ Yes ___ No

Is yes, does the procedure state who may make the decision to modify or re-establish objectives? ___ Yes ___ No

---

Please refer to the sections on Resources (C) and Roles (D) for further considerations in formulating objectives

---

NOTES ON GOALS AND OBJECTIVES:

C. RESOURCES

Criterion: The plan for statewide continuing education programs for library/information/media personnel should be developed in light of the identification and assessment of existing and potential resources; these resources should include an indication of the fiscal commitment on the part of participating individuals, agencies, and institutions.

INVENTORY

Has there been an inventory of available resources, including information about accessibility of those resources, such as:

Meeting and study facilities	___ Yes	___ No
Audiovisual equipment	___ Yes	___ No
Telecommunication capabilities	___ Yes	___ No
Products, e.g. Correspondence and home study courses	___ Yes	___ No
Library science courses in junior, four-year, and graduate institutions	___ Yes	___ No
Multi-media learning packages	___ Yes	___ No
Audio or video recorded instruction tapes	___ Yes	___ No
Programmed learning manuals	___ Yes	___ No
other:		

Human resources, e.g.

Continuing Education committees	___ Yes	___ No
Staff at state agency (or agencies) responsible for continuing education	___ Yes	___ No
Consultants	___ Yes	___ No
Specialists from other fields	___ Yes	___ No
Library educators	___ Yes	___ No
other:		

INVENTORY
(continued)

Financial resources, e.g.

Operating budgets of institutions	___ Yes ___ No
Association budgets	___ Yes ___ No
Scholarships, Internships	___ Yes ___ No
Participants' contributions	___ Yes ___ No
Extension departments of colleges & universities	___ Yes ___ No
Federal funding sources, e.g. LSCA, HEA, ESEA	___ Yes ___ No
other:	
Is continuing education a priority item in statewide plan(s) for library development?	___ Yes ___ No

Incentive & recognition systems, e.g.

Continuing education policies of institutions	___ Yes ___ No
Release time	___ Yes ___ No
Travel funds	___ Yes ___ No
Tuition & fees payment	___ Yes ___ No
Required attendance	___ Yes ___ No
Certification or re-certification requirements	___ Yes ___ No
Career ladders	___ Yes ___ No
Merit pay	___ Yes ___ No
Continuing Education Units granted	___ Yes ___ No
Special recognition	___ Yes ___ No
other:	

Have existing laws and regulations been examined to identify possible constraints which may be capable of correction? ___ Yes ___ No

Have constraints imposed by the geographic setting been identified? ___ Yes ___ No

INVENTORY (continued)

Financial resources, e.g.

Operating budgets of institutions	___ Yes ___ No
Association budgets	___ Yes ___ No
Scholarships, Internships	___ Yes ___ No
Participants' contributions	___ Yes ___ No
Extension departments of colleges & universities	___ Yes ___ No
Federal funding sources, e.g. LSCA, HEA, ESEA	___ Yes ___ No
other:	
Is continuing education a priority item in statewide plan(s) for library development?	___ Yes ___ No

Incentive & recognition systems, e.g.

Continuing education policies of institutions	___ Yes ___ No
Release time	___ Yes ___ No
Travel funds	___ Yes ___ No
Tuition & fees payment	___ Yes ___ No
Required attendance	___ Yes ___ No
Certification or re-certification requirements	___ Yes ___ No
Career ladders	___ Yes ___ No
Merit pay	___ Yes ___ No
Continuing Education Units granted	___ Yes ___ No
Special recognition	___ Yes ___ No
other:	

Have existing laws and regulations been examined to identify possible constraints which may be capable of correction? ___ Yes ___ No

Have constraints imposed by the geographic setting been identified? ___ Yes ___ No

ALLOCATION OF RESOURCES	Are the inventories mentioned above made easily available for use throughout the state?	___ Yes ___ No
	Does the plan indicate who is to be involved in the allocation of available resources?	___ Yes ___ No
	In making the decision to expend funds, is consideration given to:	
	personalized criteria of the individual?	___ Yes ___ No
	needs of publics?	___ Yes ___ No
	meeting projected future needs?	___ Yes ___ No
INVENTORY UPDATE AND RESOURCE EVALUATION	Is there a system whereby resources are evaluated and those evaluations fed back into the resource inventory?	___ Yes ___ No
	Is there a method for continual inventory of resources?	___ Yes ___ No

25

26

NOTES ON RESOURCES:

D. ROLES

Criterion: An organizational pattern with clear cut delineation of roles is essential to an operable plan for a statewide program of continuing education for library/information/media personnel.

CLARIFICATION OF ROLES

Do the following perform a role in the statewide plan for CE?

adult education leaders	___ Yes ___ No;	librarians	___ Yes	___ No
consultants	___ Yes ___ No;	library users	___ Yes	___ No
governing boards	___ Yes ___ No;	media personnel	___ Yes	___ No
leaders in other professions	___ Yes ___ No;	potential users	___ Yes	___ No
legislators	___ Yes ___ No;	State Library personnel	___ Yes	___ No
library association leaders	___ Yes ___ No;	other:		
library educators:	___ Yes ___ No;			

Are roles clearly delineated in the plan? ___ Yes ___ No

Did the planning process allow each concerned group to identify its role in the plan? ___ Yes ___ No

Was consensus reached about the relationship of those roles? ___ Yes ___ No

Does the time table for achievement of objectives represent a consensus of the concerned organizations and individuals? ___ Yes ___ No

Is there a projected time table for all involved in the development and implementation of the plan? ___ Yes ___ No

If yes, is it presented in an easily understandable form? ___ Yes ___ No

28

29

MODIFYING ROLES

Is there provision in the plan for change or modification of roles as conditions change? ___ Yes ___ No

Is the procedure for making these modifications and changes clearly delineated? ___ Yes ___ No

NOTES ON ROLES:

E. DISSEMINATION

Criterion: An effective plan for statewide programs for continuing education for library/information/media personnel includes provisions for dissemination, interpretation, and feedback

DISTRIBUTION SYSTEM

Does the plan include a written provision for distribution of the plan? ___ Yes ___ No

If yes, is the coordinating function for the distribution system designated, e.g. individual, task force, etc.? ___ Yes ___ No

Is the distribution system tailored to several target audiences?

advisory groups	___ Yes ___ No;	state library	___ Yes ___ No
governing boards	___ Yes ___ No;	other state agencies	___ Yes ___ No
individual libraries and systems	___ Yes ___ No;	library educators	___ Yes ___ No
legislators	___ Yes ___ No;	public media	___ Yes ___ No
library associations	___ Yes ___ No;	other:	

Is distribution balanced between one-way (mass media) and two-way (interpersonal) communication channels? ___ Yes ___ No

FEEDBACK AND UPDATE

Is there provision for getting feedback to the distribution system? ___ Yes ___ No

Is there a procedure for making use of the feedback? ___ Yes ___ No

Is there provision for periodic updating of the distribution system? ___ Yes ___ No

EVALUATION OF DISTRIBUTION SYSTEM

Is the distribution system continuously used for getting out information about action programs developed as part of the statewide CE plan? ___ Yes ___ No

Are there criteria to determine whether the distribution of information was successful? ___ Yes ___ No

If the plan does not include a distribution system, can the effect of that exclusion on statewide planning be calculated? ___ Yes ___ No

NOTES ON DISSEMINATION:

F. EVALUATION

Criterion: An effective plan for statewide continuing education for library/information/media personnel incorporates continuous, systematic information gathering so that decisions can be made.

EVALUATION PROCESS	Does the CE plan include a process for continuous evaluation?	___ Yes ___ No
	Does that process provide for collecting, compiling, and analyzing data on a regular basis?	___ Yes ___ No
	Does the plan state who is responsible for coordinating the evaluation process?	___ Yes ___ No
	Does it indicate who is to be involved in the evaluation process, e.g. state agency CE coordinator, staff committee, specialist in evaluation research and CE, consultant, association committee, etc.?	___ Yes ___ No
	Are activities staged to encourage awareness, interest, evaluation, and adoption of the plan?	___ Yes ___ No
	Does the evaluation seek to measure achievements of the plan, e.g.	
	appropriate use of new technology ?	___ Yes ___ No
	coordinated planning leading to better use of resources?	___ Yes ___ No
	evidences of career satisfaction ?	___ Yes ___ No
	increased competencies in librarians as trainers?	___ Yes ___ No
	increased opportunities for CE of non-professionals?	___ Yes ___ No
	visible improvement of library services that can be attributed to specific continuing education programs?	___ Yes ___ No

PLAN MODIFICATION	Is there a method for presenting the results of the evaluation to state decision making bodies in usable form?	___ Yes ___ No
	Are there provisions for using the results of the evaluation to improve the programs?	___ Yes ___ No
	Is the process for revision of the overall plan spelled out?	___ Yes ___ No

NOTES ON EVALUATION:

38

39